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## BOOK NOTES

*The sense of taste.* By H. L. HOLLINGWORTH and A. T. POFFENBERGER, JR. New York, Moffat, Yard and Co., 1917. 200 p.

This book attempts to give a kind of bird's-eye view of what we know of the sense of taste, in fourteen chapters, its qualities, organization, sensitiveness, relation of qualities, the organ, experiments on the taste mechanism, substances that produce it, functions of the mechanism, development in the individual, evolution of taste, gustatory imagination and memory, unusual and abnormal taste experiences, food and flavor, and finally, the esthetic value of taste. The authors have here given us a pretty well proportioned survey of these very diverse aspects of the study of this subject, but in looking over such a handbook one is very strongly impressed with the extremely superficial character which is inseparable from such a plan, with from one to three or four pages each on such subjects as the evolution of taste, the Pawlow studies, the abnormal tastes, discussions of the relation of food and flavor. As we need broader synthetic views in psychology such a book as this is worth while. It has to be very dry and general, a mere setting into juxtaposition a lot of facts which are not much correlated with each other or with life.

Our more specific and emphatic criticisms of this book are, first, that so far as the writer has noticed, there is not a single reference and for a book of this kind, which has to be little more than a list of topics, this makes the book practically worthless. The pupil has no guide and the teacher no incentive to go outside these pages, and to cram them up without following the sidelights would be about as worthless and antipedagogical work as could well be conceived. The other criticism is that in these days of applied psychology, and when the applications of a psychology of taste are so many and great, there is no allusion to these. Indeed, so careful have the authors been not to touch applied psychology, that their section on flavors and foods in this day of Pawlow is an anachronism. It is difficult to see for whom such a book was intended or whom it will help.

*The origin and evolution of life, on the theory of action, reaction, and interaction of energy.* By HENRY FAIRFIELD OSBORN. New York, Charles Scribner's Sons, 1917. 322 p.

This is a very able and competent presentation of the physico-chemico theory of not only the development but the origin of life. The author assumes that biologists have been too provincial in applying only principles from their own department, whereas the time has now come when they must lay new and more solid foundations in the physical sciences. He carries his study through the general field of the evolution of life, showing that vitalism has no place.

*Nietzsche, the thinker; a study.* By WILLIAM MACKINTIRE SALTER. New York, Henry Holt and Co., 1917. 539 p.

The author was for a long time one of the leaders in the ethical culture movement, and has made a surprisingly minute study of Nietzsche, more thorough, perhaps, than any other in any language.

The reader of this will have a pretty good idea of Nietzsche's position on most subjects; unfortunately, however, not on all. The author has not brought to the fore Nietzsche's extreme negative attitude toward Christianity. We do not quite understand why. Another criticism of the book is that the author has apparently not made the slightest concession to the modern psychoanalytic method of treatment. He has confined himself to a very pragmatic, lucid, and well-arranged picture of Nietzsche, largely from his own phraseology.

*The romance of escapes; studies of some historic flights with a personal commentary.* By TIGHE HOPKINS. Boston, Houghton Mifflin Co., 1917. 395 p.

This is a comprehensive survey of escapes in general, and the author shows that there are points where fiction cannot enter; that there are great moments; that great escapes are rare. Coming closer to his subject, he discusses escapes from the Inquisition, from Siberia to Paris, Rough Riders, the Boers, Louis Napoleon's passage from exile to Emperor, prisoners of war, escapes from the revenge of Robespierre, the Empress Eugénie and the dentist, the first man who broke the Bastille. These are certainly thrilling tales.

*The Jesus of history.* By T. R. GLOVER. New York, George H. Doran Co. (c. 1917). 225 p.

This book grew out of lectures given in many cities of India during the winter of 1915-16. They were taken down in shorthand at Calcutta and revised in Madras, and here and there other articles are incorporated. He treats of Jesus' childhood and youth, the man and His mind, teachers and pupils, Jesus teaching about God, man, sin, choice of the cross, the church in the Roman Empire, Jesus in Christian thought.

*Records of the life of Jesus. Book I: The record of Mt-Mk-Lk. Book II: The record of John.* By HENRY BURTON SHARMAN. New York, George H. Doran Co. (c. 1917). 319 p.

This book is a very useful kind of gospel harmony and is apparently well up-to-date. The method of parallel columns for the synoptic gospels is the same as was adopted long ago by Robertson; while the fourth gospel is separated and treated by itself. It is a very convenient form of colligating the material of the gospels and will be welcomed by scholars.

*Educational psychology.* By KATE GORDON. New York, Henry Holt and Co., 1917. 294 p.

This book is designed for students of pedagogy in colleges and normal schools, and pre-supposes an elementary knowledge of psychology. It treats of the growth of human structure, behavior, instinct, motor and sensory capacities, the learning process, imagination, observation and report, memory, reason, syllogism, transfer of training and of ideas, attention, feeling, will, psychology of language-teaching, drawing, and arithmetic.

*Mankind; racial values and the racial prospect.* By SETH K. HUMPHREY. New York, Charles Scribner's Sons, 1917. 223 p.

This volume of papers is devoted to such topics as the principles of inheritance, its significance, birth-rate and race values, deficient

increase of the superior, excessive increase of the inferior, human values in reserve and their exhaustion, rise of the Aryan, the nations at war, Germany, America as the melting-pot, the relations of negro and white, the labor immigrant, and finally, eugenics. The book is untechnical, and is based on the fundamental conception that all is not well with the human race but that it can be bettered.

*An introduction to special school work.* By MARION F. BRIDIE. New York, Longmans, Green and Co., n. d. 238 p.

This is devoted to the education of mentally deficient children, and treats of understanding, preparatory class, sense-training, reading, oral lessons, the manual-oral class, number work, physical training, junior manual training, vocational training for boys and for girls, school organization.

*How children learn.* By FRANK N. FREEMAN. Boston, Houghton Mifflin Co. (c. 1917). 322 p.

This is a study in applied psychology. It begins with the nervous system, then discusses the relation of native and acquired responses, the native being play, imitation and self-assertion, instinctive social attitudes and types, speech, acquiring skill, building up perception, association and memorizing, problem solving or thinking, general principles regarding the child's mental development, transfer of general training, mental economy and control, mental hygiene.

*Psychology; general introduction.* By CHARLES HUBBARD JUDD. Boston, Ginn and Company, (c. 1917). 358 p.

This is a revised edition, which we are told has been largely rewritten. The author flatters himself that the emphasis he laid on motor processes in the edition of 1907 was more than justified by behaviorism. The present edition goes yet further in this direction, expanding the doctrine of attitudes.

*Troubles mentaux de guerre.* By JEAN LÉPINE. Paris, Masson et Cie, 1917. 203 p.

This is an excellent compend of the subject up to its date. The chief topics are, mental concussion, depressive, neurasthenic, emotional states, chronic nervous trouble, specific diseases; while in part second, we have four chapters of practical applications of these principles. It is a very interesting, suggestive and timely compend, with an admirable bibliography.

*A social theory of religious education.* By GEORGE ALBERT COE. New York, Charles Scribner's Sons, 1917. 361 p.

This work attempts to answer the question, "What consequences for religious education follow from the now widely accepted social interpretation of the Christian message?" The writer holds that this gives a new meaning to every-day affairs and changes our outlook upon life, our relations to children, politics, etc. Accordingly, he first attempts to define the social standpoint, together with the philosophical setting of the new sociological ideas in education and the place of the individual in such a scheme. He next develops the idea that a social interpretation of Christianity requires social reconstruction in the aims, essentials, process, theory of education, and gives a new function to the church as an educator. The psychological background of a socialized

religious education requires us to study man's social nature, children's faith in God, their religious limitations, struggles with sin, the learning process considered as the achievement of character. Next comes the organization of such an education in family, church school, relations between state and church, the denominational department of religious education; and lastly, he discusses present tendencies in religious education from the social standpoint. The types are Roman-Catholic, dogmatic Protestant, rationalistic Protestant, ecclesiastical type, and finally, that of liberalism.

*War-shock; the psycho-neuroses in war psychology and treatment.* By M. D. EDER. Philadelphia, P. Blakiston's Son and Co., 1917. 154 p.

This is a very interesting treatment because it is based on a large amount of clinical experience and because the author is a very ardent believer in the method of suggestion. Very interesting are his tables given in a condensed way a summary of one hundred cases.

*Rest, suggestion, and other therapeutic measures in nervous and mental diseases.* By FRANCIS X. DERCUM. 2d ed. Philadelphia, P. Blakiston's Son and Co. (c. 1917). 395 p.

This volume was written for the System of Physiological Therapeutics and is a useful book, but many will believe that the chapter on psycho-analysis (pages 334-354) is very inadequate, and it would be very easy to make out that the author has not understood the system he criticizes.

*Handicaps of childhood.* By H. ADDINGTON BRUCE. New York, Dodd, Mead and Co., 1917. 310 p.

This interesting book in ten chapters treats of the mentally backward, the only child, the sulker, jealousy, selfishness, bashfulness, stammering, fairy tales that handicap, night terrors, and finally, conclusions.

*The tree of life. An expose of physical regeneration on the three-fold plane of bodily, chemical and spiritual operation.* By GEORGE W. CAREY. Los Angeles, George W. Carey, 1917. 60 p.

*An analysis of the learning process in the snail, Physa gyrina Say.* By ELIZABETH LOCKWOOD THOMPSON. Behavior Monographs, Vol. 3, no. 3. 1917. Boston, Henry Holt and Co. 97 p.

*The effect of length of blind alleys on maze learning: an experiment on twenty-four white rats.* By JOSEPH PETERSON. Behavior Monographs, Vol. 3, no. 4, 1917. Boston, Henry Holt and Co. 53 p.

*Sull' applicazione dei metodi psico-fisici all'esame dei candidati all'aviazione militare.* By AGOSTINO GEMELLI. (Reprinted from Rivista di Psicologia, Agosto, 1917.) Milan, 1917. 42 p.

*The Balfour visit.* Edited by CHARLES HANSON TOWNE. New York, George H. Doran Co. (c. 1917). 87 p.

*The speed and accuracy of motor adjustments.* By JOHN J. B. MORGAN. (Reprinted from Journal of Experimental Psychology, June, 1917, Vol. 2, no. 3.) p. 225-248.

- Apparatus for recording continuous discrimination reactions.* By H. C. McCOMAS. (Reprinted from Journal of Experimental Psychology, June, 1917, Vol. 2, no. 3.) p. 171-177.
- Action of some opium alkaloids on the psychological reaction time.* By DAVID I. MACHT and SHACHNE ISAACS. (Reprinted from Psychobiology, July, 1917, Vol. 1, no. 1.) p. 19-32.
- Lecciones de antropologia.* By JULIAN RESTREPO-HERNANDEZ. Bogota, Casa Editorial de Arboleda y Valencia, 1917. 227 p.
- How to get what you want.* By ORISON SWETT MARDEN. New York, Thomas Y. Crowell Co. (c. 1917). 331 p.
- The association test as a substitute for the quiz.* By JUNE E. DOWNEY. (Reprinted from School and Society, July 7, 1917, Vol. 6, no. 132.) p. 23-25.
- The Stanford adult intelligence tests.* By JUNE E. DOWNEY. (Reprinted from the Journal of Delinquency, May, 1917, Vol. 2, no. 3.) p. 144-155.

## NOTICE TO READERS

Until the close of the war, the size of the AMERICAN JOURNAL OF PSYCHOLOGY will be reduced twenty or twenty-five pages per number, making a volume of about five hundred pages.